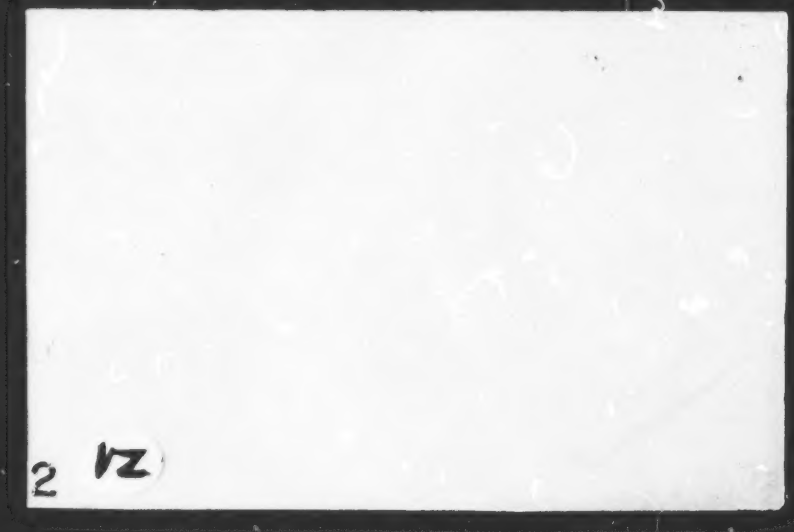
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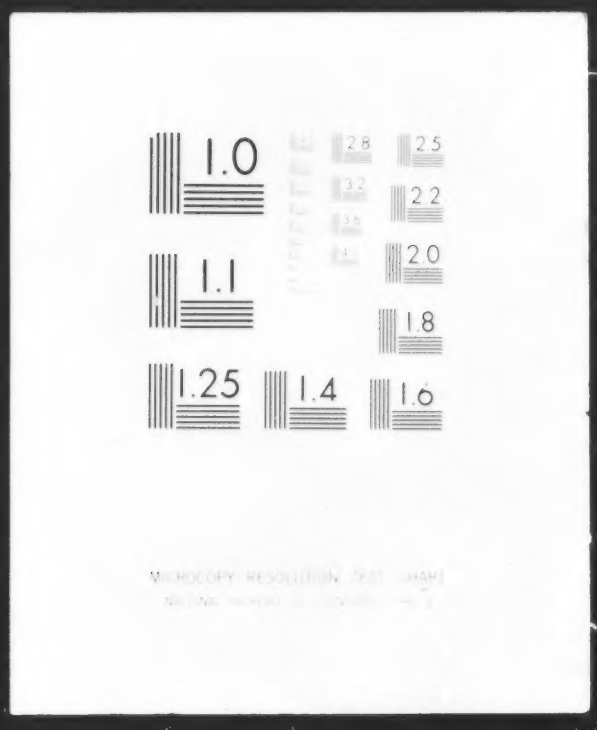
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ABSTRACT

Five issues about faculty develcpment are addressed: (1) the nature and extent of faculty development activity; (2) how a faculty development prcgram gets started cn campus; (3) the Teaching-Learning Center at Illincis State Iniversity (ISU) and what it seeks to accomplish; (4) ISU's Professicnal Develcpment Center; and (5) the emerging issues in faculty and instructicnal development programs. (MSE)

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Faculty Development and Renewal in the Steady State
Central States Speech Association Convention
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FACULTY AND INSTRUCTIONAL DEVELOPMENT AT ILLINOIS STATE UNIVERSITY

Stanley G. Rives

The purpose here is to answer briefly five questions about faculty development: (1) What is the nature and extent of faculty development activity? (2) How does a faculty development program get started on a campus? (3) What is the Teaching-Learning Center at ISU and what does it seek to accomplish? (4) What is ISU's Professional Development Center and what does it do? (5) What are the emerging issues in faculty and instructional development programs?

What is the nature and extent of faculty development acitivity?

Faculty Development Practices in U.S. Colleges and Universities, John Centra's Exxon Foundation-supported research study published by Educational Testing Service, reveals that "perhaps half or slightly more than half of the postsecondary institutions in the United States currently provide some sort of programs or set of development activities for faculty."[1] The focus of this developmental activity is to help faculty members grow in teaching effectiveness by sharpening their teaching skills and knowledge, to help faculty better understand themselves and their institutions, or to foster better environments for teaching and learning. Declining faculty mobility and a general disenchantment with the quality of college instruction are identified as major reasons for the recent thrust in faculty development activity.

Recommended reading for those interested should include Career Development of the Effective College Teacher by Kenneth Eble,[2] Faculty Development in a Time of Retrenchment by the Group for Human Development in Higher Education,[3] and Toward Faculty Renewal by Jerry Gaff.[4]

Ten of John Centra's research findings provide a national perspective on the nature and effectiveness of faculty development activity:[5]

1. Among the most effective institution-wide practices are summer grants for projects to improve instruction, sabbatical leaves, and professional travel funds or grants. Tight budgets are unfortunately restricting the latter two traditional practices.
2. Although awards to faculty for teaching excellence are widely used at universities (79 percent of universities make such awards), they are not rated as effective in improving instruction (only 27 percent described them as "effective" or "very effective"). The circulation of newsletters and articles pertaining to teaching are also rated as fairly ineffective devices.
3. Systematic ratings by students to help faculty improve instruction, though widely used, are perceived as only moderately effective--perhaps because teachers receive little interpretation of results, because instructors with poor ratings are threatened or unsure of what can be done to improve, and because the ratings are frequently used as data for salary-promotion-tenure decisions rather than for improvement in Teaching.

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4. Grants to faculty members for developing new or different approaches to courses are both extensively used and highly rated, with about 90 percent of universities and only slightly fewer of the community and four-year colleges having faculty grant programs.
5. The most active participants in faculty development programs are "good teachers who want to get better," and teachers most needing improvement are only minimally involved. Not unexpectedly, university faculty who are evaluated largely on the basis of their publication records are less likely to participate in faculty development activities aimed at improving their performance as teachers.
6. Faculty rate formal or informal assessments by colleagues as less effective than either consulting with faculty who have expertise or working with "master teachers." Analysis of in-class videotapes to improve instruction is seen as one of the more effective practices.
7. Faculty workshops and seminars, if planned in response to expressed needs of faculty members, are seen as generally effective, particularly those dealing with specific techniques of instruction and with new knowledge in the field. Faculty are much interested in workshops on evaluation of student performance and on application of instructional technology to teaching. College workshops are more likely to deal with topics like institutional purposes or academic advisement of students, while university seminars are more likely to concern testing or development of research and scholarship skills.
8. About half of all higher education institutions (but two-thirds of universities) report they now have units or persons that coordinate faculty development activities on their campuses. Most of these units are new, having a median existence of 2.3 years. Seventy percent of their budgets are from institutional funds, with the rest coming from foundation or government grants.
9. Several practices are identified as effective but little-used, including the use of growth contracts (personal-professional development plans for individual faculty members) and the use of instructional development specialists to diagnose teaching following classroom visits and assist faculty in course development.
10. Only 14 percent of institutions in this survey reported that they had evaluated their faculty development program activities.

How does a faculty development program get started on a campus?

The evolution of the faculty-instructional development program at Illinois State University illustrates the process. A modest Faculty Development Program (FDP) was initiated in 1969. With $50,000 in support from indirect cost funds, a faculty committee was established to draft guidelines, solicit and evaluate proposals from the faculty, and support the best of these. Available funds were expended easily the first year--more good projects were proposed than could be supported. Taking its job seriously, the faculty committee reached two conclusions as a result of evaluating the first year's experience: (1) the focus of proposals should be more upon direct payoff in classroom instruction, and (2) the program met a real faculty need and should be continued. This program--later renamed the Instructional Development Program

(IDP)--has continued since 1969, making direct grants to faculty members on a faculty committee-evaluated, funded-proposal basis. Over the years, about half of the proposals submitted have been funded (budget support includes student help, contractual services, commodities, printing, and computer services, but not faculty time). Since the beginning, faculty who have received FDP or IDP grants have submitted narrative and evaluative reports upon the completion of their projects, which are published yearly.[6]

Two faculty reactions to this program have resulted in significant subsequent program modifications. A first reaction was that, while a direct grant program to faculty for improvement of teaching was worthwhile, the program lacked incentives for more long-range, in-depth curriculum reform. This, said the faculty committee, would require providing employment time for individual faculty or groups of faculty to concentrate effort on curriculum work toward development of new academic programs or significant improvement in existing programs. A one-year grant of $566,000 in 1972-73 proved a partial solution. This grant provided faculty time and other resources for 35 Educational Innovation projects in nearly every academic department. Under this program, for example, the Department of Theatre instituted a Humanities Education Theatre Company (a company of professional actors and graduate assistants enlivening instruction by performing in literature, history, and humanities classrooms) and the Department of English instituted an undergraduate teaching assistant program (which has since been expanded to a University-wide Undergraduate Teaching Assistant program, with UTA's in all departments of the University.)[7] On a more long-range basis, a Summer Instructional Development Program was inaugurated, again operating on a faculty committee-approved, funded-proposal basis. The Summer IDP program currently operates on an annual budget of $95,000, which provides a month's summer employment for some 45 faculty members. It is a counterpart of the Summer Research grant program, which has a much larger budget.

A second and subsequent faculty reaction to the IDP program led to a much more significant expansion of the program. Regular year and Summer IDP grants to improve instruction, said the faculty, still leave a significant gap in a total institutional faculty development effort. A comprehensive program, many faculty felt, would require staff assistance being made available for work with faculty on improving teaching effectiveness and on the professional development of teaching faculty. The magnitude of the task and resources which would be required to implement such a program effectively led the University to seek external support from a foundation. With substantial support from the W. K. Kellogg Foundation, the University was successful in establishing what has come to be known as the Kellogg Project, a new dimension of the institution's faculty and instructional development program designed to provide opportunities for revitalization of instruction in an era of stable or declining enrollments in higher education. The ISU Kellogg Project includes both a Teaching-Learning Center (TLC) to assist faculty members who desire to improve their teaching effectiveness and a Professional Development Center (PDC) to deal with faculty adjustment and training needs created by shifting student enrollment patterns and reallocation. The Project has an initial four-year life span with funding of about $700,000.[8]

What is the Teaching-Learning Center and what does it seek to accomplish?

The TLC is a support and resource center in teaching of and for faculty. It is staffed by a full-time professional Director (Dr. John Sharpham, Ph. D. in

Communications from the University of Colorado, who is a faculty member in the Department of Theatre) and five faculty Kellogg Associates who have quarter or half-time assignments in the Center. The Center responds to the needs and requests of faculty, individually and in groups, who seek to enrich their own teaching for the benefit of both their students and themselves. The TLC, for example, sponsors seminars on teaching (as leadership of small group discussion, use of mediated instruction), consults with individuals who desire assistance (as a faculty member receiving negative feedback in student evaluations), and works directly with academic departments on larger-scale projects (as creation of a Writing Center for students serviced by English faculty). In our field, the Center has sponsored seminars for graduate assistants from speech communication and other fields on improvement of teaching and it has sponsored a series of workshops for department chairpersons, using Professor Thorrel Fest as a consultant on communication for one all-day session. The Teaching-Learning Center has established seven specific goals:

To develop and maintain a Center central to faculty involvement in the teaching-learning process at the University by being a catalyst and support for faculty.

To help provide a climate at the University that will lead to the development of the best possible instructional program for faculty and students.

To encourage and facilitate open discussion among faculty about aspects of their teaching and make this ongoing communication central to building a sense of community among the faculty.

To support and facilitate an increase in research and writing about the teaching-learning process.

To provide faculty with support and assistance in all areas of their teaching (e.g., planning long-range educational goals, alternative classroom approaches, strategies, and evaluation).

To develop a resource center with a multitude of instructional materials and resources designed by faculty for faculty use.

To create a Center that can be used as a model by other institutions for operating resource centers in teaching-learning for their faculty.

What is the Professional Development Center and what does it seek to accomplish?

The PDC is also a faculty resource center, which is designed to provide a professional and confidential setting for members of the faculty to receive consultation regarding personal professional development plans and to receive assistance and resources when appropriate in preparing for assuming new and different professional responsibilities. It is staffed by a full-time professional Director, Dr. Elmer Van Egmond (Ph. D. in Guidance and Counseling from the University of Michigan). It provides Educational Leaves and other resources to assist faculty affected by changing student enrollment patterns creating lesser or greater need for particular faculty expertise. A faculty member in literature (an area of declining enrollments), for example, has received support for further education in the teaching of English as a second language (an area of increasing student enrollment). The Professional Development Center has established five specific goals:

To establish and maintain a Center which provides services and support for faculty members in their professional development

To develop and provide programs to help faculty members prepare for new or different professional responsibilities which meet individual or institutional needs or both.

To develop procedures which support effective utilization of existing faculty resources.

To disseminate acquired knowledge about faculty development.

To develop a Center which can serve as a model faculty resource center for adoption or adaptation by other institutions.

What are the emerging issues in faculty and instructional development programs?

Combining ten years of experience in faculty development at ISU with the national survey results presented earlier allows identification of four major issues which will face faculty and instructional development programs in the immediate future.

1. Are the right faculty involved? We know that a large number of faculty have become involved. We also know that good teachers who want to get better are most involved while those most needing improvement are least involved. Centra's observations parallel our own experience precisely: "Good teachers who want to get better comprise the major clientele. After all, they are frequently the most interested in teaching. They may also be the best group to involve in developmental activities in the initial stages of a program so it does not get a reputation as largely a clinic for deficient teachers. There is probably no better way to drive faculty away from a program than to identify it as a service for the inadequate."[9] But suppose--purely hypothetically, of course--an institution has a barely adequate teacher with tenure. What then? Can we begin to identify ways to involve those persons most needing faculty development services?

2. Can we begin to tie faculty and instructional development activity participation more closely into the reward structure? It seldom is now. Might this be accomplished by asking faculty members to submit accounts of their development activities each year and considering these in the total evaluations of individuals? Can receiving a faculty or instructional development grant be considered equally important with receiving a research grant? Can research and writing on the teaching process be stimulated and rewarded in the same fashion as more traditional scholarly publication?

3. Can we increase involvement in and the range of faculty development activities? Are we willing to utilize surveys of our own faculties so as to create programs tailored to the needs and interests of a particular faculty? Are we willing to utilize faculty development advisory committees to keep programs cognizant of and responsive to faculty opinion? We know that teaching improvement grants work; faculty who receive such grants are pleased and some good changes result. Shall we be content with this "innovation"--which is fast becoming a traditional practice--or shall we expand developmental activity to more risky business such as creating growth contracts with faculty members, such as providing educational leaves for the purpose of "retooling" faculty who find themselves in low-demand areas to teach in areas of higher demand, such as getting rid of ineffective annual teaching awards and finding ways to utilize student evaluation of teaching toward improvement of instruction rather than a convenient measure of annual salary determination?

4. Should a faculty-instructional development unit become an established part of the structure of a college or university, a permanent service to faculty? That is happening whether we think it should or not, and, unfortunately, it is happening on the basis of shabby evidence. There is no more significant national finding, in my judgment, than that only 14 percent of faculty development activities have been evaluated, a fact that does not become the American higher education establishment. Are we willing to do something about that, to continue to sustain faculty development programs or no on a basis of demonstrated impact on the quality of instruction provided by our institutions? If we are not willing to do so, faculty development activity may prove but another passing fad.[10] It has greater potential, particularly if faculty members--including professional associations--support faculty development.

FOOTNOTES

Stanley G. Rives is Associate Provost and Dean of Undergraduate Instruction, Professor of Information Sciences, and Project Director of the W. K. Kellogg Foundation Faculty and Instructional Development Program at Illinois State University.

1 John A Centra, Faculty Development Practices in U. S. Colleges and Universities (Princeton, New Jersey: Educational Testing Service, November, 1976), p. 6.

2 Kenneth E. Eble, Career Development of the Effective College Teacher (Washington, D. C.: American Association of University Professors, November, 1971)--a result of the AAUP's Project to Improve College Teaching. Eble's Professors as Teachers (San Francisco: Jossey-Bass, 1972) and The Craft of Teaching: A Guide to Mastering the Professor's Art (San Francisco: Jossey-Bass, 1976) are also relevant.

3 Group for Human Development in Higher Education, Faculty Development in a Time of Retrenchment (New Rochelle, N. Y.: Change Magazine, 1974) A fundamental rationale is provided for faculty development activity in colleges and universities.

4 Jerry G. Gaff, Toward Faculty Renewal (San Francisco: Jossey-Bass, 1975)--a 1975 survey of types of faculty, instructional, and organizational development activities in American postsecondary institutions.

5 The ten findings are abstracted from Faculty Development Practices in U. S. Colleges and Universities by John Centra. The brief summary does some violence to Centra's study, and the reader is encouraged to consult the total 88-page report, which may be obtained for $2 from Centra at the Educational Testing Service.

6 Brief descriptions of the instructional development projects completed by faculty are available in Innovation at Illinois State University, 1972-73, Instructional Development at Illinois State University, 1973-74, Instructional Development at Illinois State University, 1974-75, and Instructional Development at Illinois State University, 1975-76. These reports are a part of the ERIC system and recent copies are available from: Dr. Gene Jabker, Director of Instructional Development, Illinois State University, Normal, Illinois 61761.

7 The 35 Educational Innovation projects completed with this $566,000 grant are reported in Innovation at Illinois State University, 1972-73 referenced above. Also, the Undergraduate Teaching Assistant program is reported and evaluated in Instructional Development at Illinois State University, 1973-74 referenced above (Stanley G. Rives and Eugene H. Jabker, "The Undergraduate Teaching Assistant Program at Illinois State University," pp 60-77).

8 The funding pattern for the Kellogg Project is:

Year	Kellogg Funds	University Funds	Total Costs
1976	$ 96,500	$ 8,500	$105,000
1977	111,683	46,152	157,835
1978	93,845	103,215	197,060
1979	60,771	177,149	237,920
Totals:	$362,799	$335,016	$697,815

The project is designed to phase in state appropriations so that, provided it is successful, total support will be transferred from Kellogg Foundation funds to regular University funds by the fifth year of operation. The first two years of the project have been completed, with results described in First and Second Annual Reports to the W. K. Kellogg Foundation. The Illinois State University Kellogg Project, Professional Development

Center, Teaching-Learning Center: First Annual Report, 1976 includes the original proposal to the Kellogg Foundation, progress reports on implementation of the PDC and TLC, and materials developed in the initial year. The Illinois State University Kellogg Project, Professional Development Center, Teaching-Learning Center: Second Annual Report, 1977 includes a comprehensive description of the evaluation process to be employed during the fourth year of the project and brief summaries of PDC and TLC activities during the second year of operation. Limited copies of these Reports are available from: Kellogg Project, Illinois State University, Normal, Illinois 61761.

9 Faculty Development Practices in U. S. Colleges and Universities, p. 59.

10 Plans for the evaluation of Illinois State University's Kellogg Project are detailed in the Illinois State University Kellogg Project, Professional Development Center, Teaching-Learning Center: Second Annual Report, 1977 referenced above. (Stanley G. Rives, John R. Sharpham, and Elmer E. Van Egmond, "Evaluation of the Kellogg Project, Illinois State University," pp. 1-46).